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PUBLIC INSTRUCTION

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MEMORANDUM

TO: State Board of Education

FROM: Martin Ackley, Director, Office of Public and Governmental Affairs

SUBJECT: State and Federal Legislative Update

STATE UPDATE

Michigan Merit Curriculum Workgroup – September 12th

The plan for this House Education Committee workgroup is to bring together members of the House of Representatives who have introduced bills to amend elements of the Michigan Merit Curriculum (MMC) with various education stakeholders in an attempt to find something that can be put into one bill and moved to the full Education Committee.

Members of the State Board of Education have been invited to participate in these discussions. At this point, two members have said they are interested in participating.

The bills under discussion include:

HB 5451 (McBroom) would amend the Revised School Code (MCL 380.1278a & 380.1278b) to create two pathways to graduation by eliminating some required academic course credits and allowing students to replace them with Career and Technical Education (CTE) course credits. The intent is to curtail the emphasis on college readiness.

HB 5456 (Johnson) - would amend the Revised School Code (MCL 380.1278a & 380.1278b) to revise the MMC to allow for the completion of certain vocational technical or CTE courses in lieu of some high school diploma requirements. Under the bill, if a student successfully completed at least one full high school year in a planned program of vocational-technical or CTE that was approved both by the

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student's parent/guardian, and by the student's school district, then both of the following would apply:

The student **would not** be required to successfully complete any of the following:

- Algebra II, or a mathematics course during his or her final year of high school enrollment;
- A third year of science;
- A credit in visual arts, performing arts, or applied arts; and
- One online course or learning experience.

The student **would** be required to successfully complete only one of the following:

- A fourth credit of English language arts; or
- A second credit in a world language.

HB 5534 (Potvin) - would amend the Revised School Code (MCL 380.1278a & 380.1278b) to eliminate the world language requirement in the MMC, and also modify the mathematics requirement to include Michigan Department of Education-approved formal CTE curriculum that has appropriate embedded mathematics content in a computer science program.

HB 5645 (Nesbitt) - would amend the Revised School Code (MCL 380.1278a) to allow students to opt out of the world language and algebra II requirements of the MMC, if they earned more science credits or successfully completed CTE courses.

Under the bill, both of the following would apply to the credit requirements of the MMC:

- A student would not be required to successfully complete the algebra II requirement if the student had successfully completed at least one additional science credit, for a total of at least four science credits or if the student had successfully completed at least one CTE credit that met the MDE's standards for career and technical education.
- A student would not be required to successfully complete the two-credit world language requirement, if the student had successfully completed at least two additional science credits, for a total of at least five science credits, or if the student had successfully completed at least two CTE credits that met the department's standards for career and technical education.

Michigan Council for Educator Effectiveness

The Michigan Council for Educator Effectiveness (MCEE) released the names of the 14 school districts that will participate in a pilot study of educator evaluation tools in the 2012–13 school year. The council also named the teacher observation tools to be included in the pilot and detailed the assignment of districts to each tool.

The results of the pilot will inform MCEE's final recommendations for an effective approach to educator evaluation in Michigan. According to the state law, those recommendations are sent to the State Board of Education (with no action needed), the Governor, and the state legislature. It is the intent of the legislature to review the report submitted by the governor's council on educator effectiveness and to

enact appropriate legislation to put into place a statewide performance evaluation system taking into consideration the recommendations contained in the report.

Pilot studies have been conducted in other states as they developed educator evaluation systems, and enabled those states to make decisions based on analysis of data and feedback from participating districts and educators.

Each pilot district will use one of four teacher observation tools to help the council understand the feasibility of each tool and learn about the types and uses of data generated from the tools.

Below is a list of participating districts sorted by their assigned teacher observation tool. Districts were selected based on geographic location, demographics, and size in order to make the pilot study as representative as possible of Michigan school systems.

5 Dimensions of Teaching and Learning:

- Clare Public Schools (Clare County)
- Leslie Public Schools (Ingham County)
- Marshall Public Schools (Calhoun County)
- Mt. Morris Consolidated Schools (Genesee County)

Charlotte Danielson's Framework for Teaching:

- Garden City Public Schools (Wayne County)
- Montrose Community Schools (Genesee County)
- Port Huron Area School District (St. Clair County)

Marzano Teacher Evaluation Model:

- Big Rapids Public Schools (Mecosta County)
- Farmington Public Schools (Oakland County)
- North Branch Area Schools (Lapeer County)

The Thoughtful Classroom:

- Cassopolis Public Schools (Cass County)
- Gibraltar School District (Wayne County)
- Harper Creek Community Schools (Calhoun County)
- Lincoln Consolidated Schools (Washtenaw County)

Additional Facts:

- Pilot districts will receive training in use of observation tools.
- Student growth will be assessed using tests, including MEAP, ACT, PLAN, Explore, and computer adaptive test(s).
- An outside contractor (not a vendor of any of the four models) will analyze all data and combine data using different formulas.
- A pilot study of administrator evaluation tools is planned for the second half of the school year in pilot districts.
- The pilot study will be completed in time for final recommendations prior to 2013–14 school year, when state law requirements for evaluation increase.

FEDERAL UPDATE

Use of Federal Title I funds for half-day Kindergarten

The Michigan Department of Education has forwarded to the U.S. Department of Education a response letter on how Michigan's School Aid Act allowing districts that had used Title I funds for the second half of full-day Kindergarten in the past two years to continue to use Title I funds for the same use this school year.

A letter to State Superintendent Mike Flanagan from Assistant Secretary of Education Deborah Delisle determined that the Michigan law does not constitute supplanting federal funds under this use, but may be in conflict with a federal law that prohibits a state from taking into consideration payments under an ESEA program when determining the eligibility of a local district for the amount of state aid a district receives. Delisle asked that Michigan offer an explanation as to how its law does not violate that federal provision.

MDE asked the state legislature for any clarification and justification as to how its State School Aid language did not conflict with this federal law. A letter was provided by House K-12 Appropriations Committee chair Rep. Bill Rogers, which we then forwarded to the U.S. Department of Education. We await a definitive response from the feds.

If you have any questions or concerns regarding these or other legislative issues, please contact me at (517) 241-4395.